



RIVERSIDE COUNTY OFFICE OF EDUCATION

EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

Empowering Educators, Students, and Families Through Ethnic Studies

Monday, August 2, 2021 | 9:00 a.m.–4:00 p.m.

ICOE

OCDE

RCOE

SBCSS

SDCOE



“You can’t be
what you can’t see.”

- Marian Wright Edelman,
American Civil Rights Activist



Agenda

9:00–9:15 a.m. | WELCOME

Talisa Sullivan, Ph.D., Administrator, Equity and Access

Land Acknowledgment

Mary Levi, Member, Upland Teachers Association and Faculty Member,
Liberated Ethnic Studies Model Curriculum Coalition

9:15–9:30 a.m. | OPENING REMARKS

Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

9:30–9:45 a.m. | TRANSITION

9:45–10:45 a.m. | SESSION 1

10:45–11:00 a.m. | TRANSITION

11:00 a.m.–12:00 p.m. | SESSION 2

12:00–12:30 p.m. | BREAK

12:30–1:30 p.m. | SESSION 3

1:30–1:45 p.m. | TRANSITION

1:45–2:45 p.m. | SESSION 4

2:45–3:00 p.m. | TRANSITION

3:00–4:00 p.m. | SESSION 5

SESSIONS

📌 [Join Main Session Via Zoom](#)
Webinar ID - 910 3097 7454
Passcode - 562525

📌 [Schedule of Sessions](#)



AMERICAN INDIAN STUDIES: WATER AND LAND PROTECTORS

Mary Levi, Member, Upland Teachers Association and Faculty Member, Liberated Ethnic Studies Model Curriculum Coalition

Mary Levi will provide an overview of the discipline of American Indian Studies and its place in K-12 education. She will present a model lesson from the Liberated Ethnic Studies Model Curriculum (LESMC) that identifies critical concepts in ethnic studies for the classroom and model ethnic studies content and pedagogy that aligns with ethnic studies principles and research. Mary Levi will be using Native American Literature, specifically the text *We are Water Protectors* by Carole Lindstrom.

Audience – Leadership, Teachers, Community Members, and Researchers



AMPLIFYING YOUTH VOICE: PROJECT SOAPBOX

Mikva Challenge

The first step to being an active and engaged citizen is to be able to stand up and speak out on an issue that you care about. Challenging the stereotype that young people are apathetic, Mikva's Project Soapbox curriculum provides an avenue for students to identify a passion and learn effective public speaking skills. Students also develop their listening and empathy skills. This presentation walks participants through the Project Soapbox process, including how to amplify youth voices and perspectives to a larger audience, to help promote a more just and equitable world for all.

Audience – Teachers and Administrators



ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES: A MODEL LESSON

Eunice Ho, History Teacher

Tracie Noriega, Assistant Superintendent, Educational Services, San Lorenzo Unified School District

This session will provide an overview of the discipline of Asian American and Pacific Islander studies and its place in K-12 education. A model lesson from the Liberated Ethnic Studies Model Curriculum (LESMC) that identifies critical concepts in ethnic studies for the classroom and model ethnic studies content and pedagogy that aligns with ethnic studies principles and research will be presented.

Audience – Leadership, Teachers, Community Members, and Researchers



BLACK STUDIES: DECOLONIZING BEAUTY STANDARDS

JoDana Campbell, Ed.D., Intervention Specialist, Hayward Unified School District

Dr. Campbell will provide an overview of the discipline of Black studies and its place in K-12 education. She will present a model lesson from the Liberated Ethnic Studies Model Curriculum (LESMC) that identifies critical concepts in ethnic studies for the classroom and model ethnic studies content and pedagogy that aligns with ethnic studies principles and research.

Audience – Leadership, Teachers, Community Members, and Researchers

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CHICANA/O-LATINO/A STUDIES: A MODEL LESSON

Lupe Cardona, Praxis Chair, The Association of Raza Educators (LA) and Co-founder, Liberated Ethnic Studies Model Curriculum Consortium

Lupe Cardona will provide an overview of the discipline of Chicana/o-Latino/a studies and its place in K-12 education. She will present a model lesson from the Liberated Ethnic Studies Model Curriculum (LESMC) that identifies critical concepts in ethnic studies for the classroom and model ethnic studies content and pedagogy that aligns with ethnic studies principles and research.

Audience – Leadership, Teachers, Community Members, and Researchers



COMMUNITY OF LEARNERS: ENGAGING COMMUNITY IN ETHNIC STUDIES CURRICULUM

Angela Clark-Louque, Ed.D., Professor, Educational Leadership, California State University, San Bernardino

As part of the General Education breadth requirement for the California State University system, AB 1460 requires each campus to offer ethnic studies as part of the curriculum. Students must complete at least one three-unit course in ethnic studies to fulfill the requirement for graduation beginning this 2021-22 academic year. This session will demonstrate the connection of teaching lessons about the experiences of marginalized peoples and communities of color. In essence, learning about the various contributions from different racial groups will help promote diverse workforces as well as build family and community engagement.

Audience – Community Members, High School Seniors, College Fresh-Persons



CONTROLLING THE NARRATIVE

Don Powell, Administrator, Instructional Services, Division of Educational Services, Riverside County Office of Education

Teachers and administrators will be given an opportunity to examine and discuss a resource rich environment around the history of education in this country. As we explore we will delve deeply into what narrative we tell in our classrooms and schools, and how we control and the far reaching impact of our choices.

Audience – Leadership, Teachers, and Community Members

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CONVERSATIONS: THE POWER AND CHALLENGES OF TEACHING ETHNIC STUDIES

Jeffrey M. Ramirez, History Department, Social Justice Academy, San Leandro High School, San Leandro Unified School District

Erica Viray Santos, Teacher and Coordinator, Social Justice Academy, San Leandro High School, San Leandro Unified School District

Ivan Viray Santos, Department Chair, Ethnic Studies Department, James Logan High School, New Haven Unified School District

Ethnic studies educators share their experiences teaching ethnic studies, how they support one another in developing lessons plans, and how they negotiate anti-ethnic studies climates while simultaneously advocating for authenticity and fidelity to ethnic studies pedagogy, disciplines and research.

Audience – Leadership, Teachers, Community Members, and Researchers



DEVELOPMENT AND IMPLEMENTATION OF ETHNIC STUDIES: LESSONS FROM THE FIELD

Taunya Jaco, Ed.D., Board Member, California Teachers Association

Theresa Montaño, Ed.D., Professor, Chicana/o Studies Department, California State University, Northridge

Tracie Noriega, Assistant Superintendent, Educational Services, San Lorenzo Unified School District

Liberated Ethnic Studies Model Curriculum (LESMC) Coalition members will present a framework for implementing ethnic studies in classrooms/schools/districts. Participants will learn how to design and implement a school-wide/district-wide ethnic studies program. Participants will discuss best practices towards effective implementation of a program designed to meet local needs. Participants will discuss primary issues impacting the implementation and ideas for addressing controversial issues. A sample syllabus will be presented.

Audience – Leadership, Teachers, and Community Members



DON'T FORGET ABOUT US: THE LIVED EXPERIENCES OF ASIAN AMERICAN/PACIFIC ISLANDER STUDENTS

Kim Lawe, Ed.D., Director II, Administrative Credentialing, School of Education, Division of Educational Services, Riverside County Office of Education

Listen to Asian American/Pacific Islander (AAPI) students and how anti-Asian hate and racism impacts their mental health and why there is a need for support in our K-12 schools and in higher education. One way to gain a deeper understanding of the roots of anti-Asian racism is through ethnic studies in both secondary and in higher education.

Audience – Administrators and Teachers

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ETHNIC STUDIES EDUCATION SPECIALIZED CERTIFICATE – NEW THROUGH UCR UNIVERSITY EXTENSION

Frank Perez, M.A., Adjunct Professor, Ethnic Studies, University of California, Riverside, Ethnic Studies Curriculum Consultant, Ph.D. Candidate Ethnic Studies, University of California, Riverside

Irene Monica Sanchez, Ph.D., Latino Studies Teacher, Azusa Unified School District and Instructor, Ethnic Studies Education Program, University of California, Riverside, University Extension

Annette Webb, M.Ed., Associate Dean, Academic Programs, University of California, Riverside, University Extension

UCR will share information on a new specialized study certificate in ethnic studies education available fully online through UCR University Extension. Program designers from Extension and the UCR Ethnic Studies Department will present on opportunities for local school districts to engage cohorts of teachers and on why this program is crucial for teachers and students in the Inland Empire. In addition, a certificate instructor and exemplary ethnic studies practitioner will demonstrate a portion of a lesson, offering a preview of the content being taught in the certificate courses.

Audience – Leadership, Teachers, and Community Members



LISTENING TO THE ETHNIC STUDIES TEACHER: THE FOUNDATIONS OF TRANSFORMATIVE PEDAGOGY

Kimberly Young, Ethnic Studies Teacher, Culver City High School, Culver City Unified School District, and Doctoral Student, University of California, Los Angeles

There is ample evidence that highlights the academic and social benefits of ethnic studies for students. But little focus has been given to ethnic studies teachers who facilitate classroom learning spaces created for their ethnic studies students. In this session, findings and from research that centers ethnic studies teachers will be shared as well as examples of pedagogical practices, lesson plans, and ideas used in ethnic studies classes across California.

Audience – Leadership and Teachers



SHATTERING THE MODEL MINORITY MYTH: THE HISTORY OF ASIAN AMERICAN/PACIFIC ISLANDERS AND THE IMPACT OF ANTI-ASIAN HATE ON SOCIETY

Kim Lawe, Ed.D., Director II, Administrative Credentialing, School of Education, Division of Educational Services, Riverside County Office of Education

With the recent rise in anti-Asian hate crimes and racism, there is a dire need to dismantle anti-Asian racism through education to gain a deeper understanding of its roots. In this session, hear from Asian American/Pacific Islander (AAPI) school leaders from across the state of California about their own experiences of anti-Asian racism, biases, stereotypes, and the “model minority” myth.

Audience – All

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STUDENTS VOICES: THE POWER OF ETHNIC STUDIES

Guillermo Gómez, Ph.D., Ethnic Studies Lead Educator, San Diego Unified School District and Adjunct Professor, Dual Language and English Learner Education Department, San Diego State University

Students of ethnic studies share their experiences with ethnic studies. Students will share how ethnic studies help them deal with the trauma of racism, appreciate their historical and cultural knowledge and learn to engage in making changes to improve our communities and world.

Audience – Leadership, Teachers, Community Members, and Researchers



TEACHING A “MORE INCLUSIVE” HISTORY WITH AN ETHNIC STUDIES FOCUS

Karyn Thomas, Social Science Educator, Val Verde Unified School District

Kimberly Thomas, Social Science Educator, Val Verde Unified School District

It is our hope that no student will graduate from high school without knowledge and empathy of the issues, solutions, and contributions of

all people in American society. We believe ethnic studies will give all students access to gain a better sense of self, an understanding of the complexities of American society, and a commitment to building a just society for all people.

Audience – Leadership, Teachers, and Community Members



TELL THEM WHERE YOU'RE FROM: TEACHING OUR STORIES, LEARNING OUR LIVES

Irene Monica Sanchez, Ph.D., Latino Studies Teacher, Azusa Unified School District and Instructor, Ethnic Studies Education Program, University of California, Riverside, University Extension

In this dynamic presentation combining storytelling/poetry, Dr. Irene Sanchez will share about her experiences growing up in the Inland Empire, being a student in the first Chicano Studies class at Rubidoux High School, studying ethnic studies at Riverside Community College, and the overall impact ethnic studies made on her life that led her to be an ethnic studies high school teacher today. Through these stories, both personal and professional, as well as from a policy/research perspective, she will explain in this session how implementing ethnic studies in schools can transform students, teachers, schools, communities, and beyond.

Audience – Leadership, Teachers, and Community Members

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THE PEOPLE'S HISTORY: A TRUTHFUL U.S. HISTORY COURSE

**Linn Lee, Curriculum Specialist, History Social Science,
Santa Ana Unified School District**

This session will present a framework for bringing in the often omitted facts about race and ethnicity within a U.S. course. Today's issues on racism calls for a truthful U.S. history course that brings in the contributions, perspectives and experiences of people of color to inspire ways to address the issues not ignore them as most U.S. history teachers have been trained to do.

Audience – Everyone, specifically teachers, teacher leaders, and curriculum specialists.



THE PEOPLE'S HISTORY - THE LOCALIZED HISTORY OF CENTRAL ORANGE COUNTY

**Linn Lee, Curriculum Specialist, History Social Science,
Santa Ana Unified School District**

**Michael Rodriguez, History Social Science Teacher, Independent
Study, Santa Ana Unified School District**

The People's History of Orange County is a summer enrichment course that delves into the histories and cultures of communities

of color in Orange County. The course begins with an analysis of the master narrative versus the counter narrative and a discussion on why localized history matters. We focus on migration stories and emphasize how important it is to tell your story. We then go into studying the history of the historically segregated Black neighborhood called "Little Texas" in Santa Ana and learn first hand experiences from presentations of ex-Black Panther leaders of the Santa Ana Chapter. We use the same method to study Little Saigon (the largest Vietnamese community outside of Vietnam), the Logan Barrio (historically segregated Mexican American community) and Chicax Murals and Muralists, Little Arabia, the burning down of the Santa Ana Chinatown, historic Wintersburg (historic Japanese American community), the Native American experience, and the BIPOC LGBTQ community. This framework can be applied to any local community.

Audience – Leadership, Teachers, Community Members, Student Teachers, Students, and Parents



WHAT ABOUT CIVIC ENGAGEMENT AND ETHNIC STUDIES?

**Melissa Moreno, Ph.D., Professor, Ethnic Studies,
Woodland Community College**

This session will address the myths and realities of ethnic studies and its relationship to teaching and learning civic engagement. Since 2020, the California Department of Education offers a seal of civic engagement to students who show "excellence in civic education and participation, and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government." Ethnic studies support in districts and county offices of education is essential and relevant to developing student's civic engagement across diverse communities in our multicultural state.

Audience – All, especially school leaders.

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WHAT IS ETHNIC STUDIES? CLASSROOM PRINCIPLES, KEY CONCEPTS, AND EFFECTIVE CLASSROOM PRACTICES

Lupe Cardona, Praxis Chair, The Association of Raza Educators (LA) and Co-founder, Liberated Ethnic Studies Model Curriculum Consortium

Theresa Montaño, Ed.D., Professor, Chicana/o Studies Department, California State University, Northridge

Tricia Gallagher-Geurtsen, Ed.D., Educational Consultant and Coordinator, Weber State University

This session will address how ethnic studies addresses racial equity by introducing participants to the foundational principles of ethnic studies. The Liberated Ethnic Studies Model Curriculum (LESMC) Coalition will define ethnic studies, differentiate ethnic studies from multicultural education, and be introduced to the LESMC for teaching an effective ethnic studies lesson. Participants will learn to construct an ethnic studies lesson. A sample lesson plan will be distributed.

Audience – Leadership, Teachers, Students, and Community Members



WHY WE NEED ETHNIC STUDIES: THE IMPORTANCE OF ACADEMIC FAMILISMO FOR BUILDING STUDENT SUCCESS

Frank Perez, M.A., Adjunct Professor, Ethnic Studies, University of California, Riverside, Ethnic Studies Curriculum Consultant, Ph.D. Candidate Ethnic Studies, University of California, Riverside

This study highlights the importance of ethnic studies education with a specific focus on how particular assignments and curriculum positively impact students' academic performance as well as peer and family relationships. I conducted an in-depth ethnographic study of an ethnic studies course over an academic year where I

observed the classroom environment and interviewed 35 current and former students of the class. I argue that ethnic studies helps students develop a sense of what I call academic familismo through completing coursework common to this education framework. Students develop academic familismo through engaging with ethnic studies pedagogies that draw information and insights from communities of color and youths' families and cultures while also providing learners opportunities to share their biographical information with peers. Education that draws from marginalized groups and students' backgrounds helps learners develop consciousness of systemic oppression that Black Indigenous People of Color (BIPOC) groups historically face and encourages youth academic engagement as their background becomes a central feature of the learning materials (Au 2009). I show in my analysis how students form academic familismo through ethnographic analysis of three assignments students completed over an academic year. I also demonstrate how students were able to bond through working in the classroom and specific projects that helped them feel like "family." Photos of and testimonies from students in the class further show how students build important academic and familial connections in the ethnic studies class, which can help scholars and educators understand some of the nuance impacts of these courses.

Audience – Administrators, Teachers, and Researchers